

Individualized Rating Scales

Individualized Rating Scales (IRSs), are tailor made for each situation and measure identified targets. The student rates herself, and so do relevant other persons (e.g., one-to-one aide, teacher, parent). IRSs are particularly useful in measuring intensity but can also rate seriousness, importance or frequency. They document change over time and the effectiveness of interventions.

Here is an example of an IRS:

Problem: I am asked to do something I am not in the mood for. Circle the best description of how I felt:

1	2	3	4	5
I felt a little irritated.	I felt very irritated.	I felt mad.	I felt very mad.	I felt furious.

Outcome: Here's how I handled it:

1	2	3	4	5
I handled my feelings perfectly and did what I had to.	I made a face and did something small (e.g., banged my desk), but I did what I had to.	I made loud comments and let everyone know I was upset, but after a while I did what I had to.	I refused to do what I was asked, even when my aide came over.	I screamed or disrupted others and left the class.

Have the child use this IRS whenever she feels herself getting angry. Compare her scores with the ones the staff have graded. At the end of each day, make an average of her scores for each scale. At the end of the week, graph the cumulative average of each scale.

Other scales might be:

- There is a change in the schedule
- The teacher doesn't choose me
- The kids won't do what I say

Adapted from: Bloom, M., Fischer, J., & Orne, J.G. (2003). *Evaluating practice: Guidelines for the accountable professional (4th ed.)*. Englewood Cliffs, NJ: Prentice-Hall.